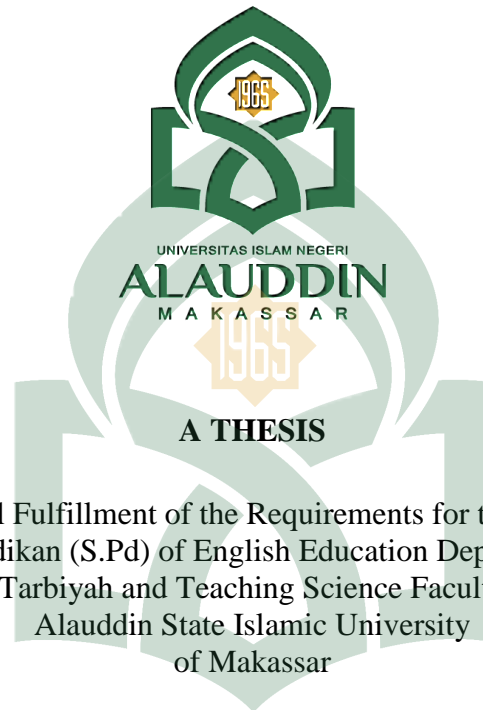


**USING STRIP STORY IN IMPROVING THE SECOND YEAR
STUDENTS' VOCABULARY SIZE AT ISLAMIC SENIOR HIGH
SCHOOL BINAMU (MAN BINAMU)**



Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
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Dengan demikian ini diberikan untuk proses selanjutnya.

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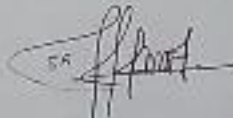
The researcher realizes that the writing of this thesis is far from the perfectness. Remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated.

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ABSTRACT

Title : Using Strip Story Technique in Improving the Second Year Students' Vocabulary Size at Islamic Senior High School Binamu (MAN Binamu)

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Consultant I : Dr. H. Nur Asik, M.Hum.

Consultant II : Dahniar, S.Pd., M.Pd.

The main objective of this study is to find out the improvement of students ability in vocabulary that taught by using this Strip Story Technique. This research was conducted at MAN Binamu Jenepono in Academic Year 2017/2018. In this research, the population was students in the second year. The numbers of population were 240 students. In taking the sample, Class XI MIA 1 and XI IIS 3 was chosen by using purposive sampling technique. There were 30 students in Class XI MIA 1 and 30 students in Class IIS 3. The total samples were 60 students.

Quasi-experimental method was applied in this research with two group pre-test and post-test design. XI MIA 1 was chosen as experimental class that taught by using Strip Story Technique, and Class XI IIS 3 was chosen as control class that taught by using Conventional method. The instrument used to collect data was vocabulary test.

The result of the research showed that the second year students of MAN Binamu Jenepono had "good" score on pre-test with the mean score 75,8. After giving treatment the students got improvement, they got "very good" score with the mean score 84,13. The result of the data analysis indicated that there was a significant improvement in the students' vocabulary ability after being taught using Strip Story Technique. It was proved by the result of the statistical analysis of the level significance $P=0.05$ with degree of freedom (df)=58 indicated that the t-test values of the students' vocabulary (6,426) was higher than t-table value (2,000).

Based on the result analysis, the researcher then concludes that the using Strip Story Technique was effective to improve the second year students' vocabulary at Islamic Senior High School Binamu (MAN Binamu).

CHAPTER I

INTRODUCTION

This chapter presents Background, Research Problem, Research Objective, Research Significance, Research Scope, and Operational Definition of Terms.

A. Background

English is the first foreign language that is considered important to be introduced to students in formal schools in Indonesia. Considering the importance of English as one of the international language, the Indonesian government had decided to include English subject in school curriculum as a compulsory subject to be taught in every school.

In every school specially Islamic Senior High School, the curriculum has been applied and learned about four skill of language. There are four skills that the students should master who want to learn English. They are speaking, listening, reading and writing. Even though the student conducts many efforts to master English language, they will not understand four elements of language such as vocabulary, pronunciation, spelling and grammar. The students who want to be able to communicate English well must have wide range of vocabulary.

According to Coady et all (1997) vocabulary is the central of language and critical importance to the typical language learner. It means that the learner should master the vocabulary to understand the language. Vocabulary is the main element of

language since the students are not able to master of English if they still lack of vocabulary.

Therefore, vocabulary is one of important skill in learning foreign language. Sometimes the students find difficulties in expressing their ideas because they have limited vocabulary and less of self-confidence. This problem make the students can not speak fluently. When the students do not know the ways to improve their vocabulary, they lose their interest in learning English language, because they could not understand the English language words.

Based on the preliminary research in Islamic Senior High School Binamu in Jeneponto, Thursday, 25th June 2017 the researcher asked and interviewed about the students' difficulties in learning English. The researcher found that students' English ability is really weak, they did not understand what the sentences about, the students were difficult to identify noun, how to use verb to express what they want to do and also probably students feel frustrate when they could not express their idea to communicate one another. The teacher method or techniques were classic or conventional method. It made students bored to learn English because they just hear what the teacher said.

The most important factor that may influence students' achievement was method or technique which was applied by the teacher in learning process. Learning vocabulary in Islamic Senior High School could be done through many ways or techniques such us: Strip Story, Crosswords, Showing Pictures and others. In this

case the researcher used Strip Story techniques, because using Strip Story the students can easy to identify and memorize the vocabulary. Moreover, they are able to expose in their real life situation.

According to Arsyad (2011) Strip Story is one of technique that used separate of paper in learning foreign language. One of sample of using making Strip Story Technique make student easier in reading and memorizing new word of foreign language without feeling perforce and bored. In addition, Strip Story Technique could help students to reach vocabulary. Moreover, strip story activity provides a fun and useful way of introducing a new texts or new vocabulary. In addition, it also good impact on improving the learning process and they could work not only individually but also in a group. In the Strip Story activity, the students used adequate vocabulary.

Based on the description above the researcher was tried to conduct a research entitled: *“Using Strip Story Technique in Improving the Second Year Students’ Vocabulary Size at Islamic Senior High School Binamu (MAN Binamu)”*. To examine the effectiveness of Strip Story in improving the students’ vocabulary as stated in the previous paragraph.

B. Research Problem

Based on the background above, the researcher formulated the problem statement as follows “Is the second year students’ vocabulary size improved significantly by applying strip story technique at Islamic Senior High School Binamu (MAN Binamu)?”

C. Research Objective

Based on the research problem above, the researcher formulated that the specific objective of the research was “To find out the significant improvement of the second year students’ vocabulary size achievement after applying Strip Story Technique at Islamic Senior High School Binamu (MAN Binamu)” .

D. Research Significance

The result of this research was expected to be useful theoretically and practically. Theoretically, it was expected to provide an empirical evidence to support the learning theory of vocabulary in improving the students’ vocabulary size, especially in using Strip Story Technique. Practically, it was expected to be valuable information and gave a meaningful contribution for teachers, students, and schools. So, the significances of this research were as follows:

1. For the teachers

Giving information for the English teacher, particular in the implementation integrate skill. The researcher expectation, it could provide additional knowledge, understanding and prospective English teachers on active learning model, particularly vocabulary. The teacher could make students interested in learning English.

2. For the students

This was giving information for the students in learning and memorizing vocabulary by using Strip Story. The researcher was expected that the result of this research can improve the understanding and interesting of the students in learning

material that has been presented by the teacher, particularly in English subjects. To be able to achieve this goal, the researcher applied learning through Strip Story technique. The expectation of the researcher was all students could enjoy when they learned English and it can present a happy and fun situation at the class, finally the students could improve their vocabulary.

3. For Schools

The result of this research is expected to bring positive impacts for the school to solve problems in teaching vocabulary.

E. Research Scope

This researcher has been focused on finding out whether the use of Strip Story was effective in improving students' vocabulary or not. The kinds of vocabulary represented in this research are noun (concrete noun), verb (Regular and Irregular verb) and adjective because the book references of students in the school mostly use noun, verb and adjective, the second reason was easy to understand, and then easy to find. In addition, the researcher put all of them it will take much time.

F. Operational Definition of Terms

The title of this research was "*Using Strip Story in Improving the Second Year Students' Vocabulary Size at Islamic Senior High School Binamu (MAN Binamu)*". In understanding the topic of this research easily, the researcher would like to present the operational of terms as follows.

- 1 Strip Story is a simple technique using separate of story paper. Strip Story is a technique which facilitates and involves the students to decide the original sequence of the story in small group. In the application of the Strip Story, the students had to retell what they had already understood from their strip to their friends. Then, they discussed and worked out how the strips should be assembled to form the correct sequence of the story. At the end, the students presented their discussion, and showed the word classifications which were found in their story in front of their friends.
- 2 Vocabulary size in this research was defined as a number of the vocabulary that the students know. Furthermore, the students' vocabulary size was measured by using the test. Therefore, the test which was standardized to use in this research was some texts in fill in the blank form.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related Research Finding, Some Pertinent Ideas, Theoretical Framework and Hypothesis.

G. Literature Review

In this research, there were some literature reviews that have relation such as follows:

1. Previous Related Research Findings

There were some previous findings of some researchers that had relation to this research such as follows:

In this research, the researcher summarized the relevant previous research to prove the originality of the research.

- a. The first research has been conducted by Kiftiah (2014), in her thesis. *"Improving The Second Year Students' Speaking Ability By Using Strip Story Techniques (A Class Action Research Of SMPN 27 Makassar)"* the researcher applied Classroom Action Research. The objective of her research was to know the improvement of students' achievement by applying strip story technique. And in the end of the research the researchers found that the students got improvement for every meeting after the researcher applied strip story technique.
- b. Lestari (2011), in her thesis *"The application of strip story technique to improve the students' reading skill at the second year of SMPN 3 Kindang, Kab.*

Bulukumba". The researcher applied Pre-Experimental design with one group. She concluded that the students could improve their reading skill by using strip story technique.

Some of the researchers above focused on using Strip Story Technique in conducting speaking ability, and reading skill, the difference between the students taught by lecturing and the students taught by Strip Story Technique, and also focused on vocabulary size through Strip Story technique. In this research, the researcher focused in improving vocabulary size the students through Strip Story technique. This research took place at the Second Year Students of Islamic Senior High School Binamu. The design of this research was quasi-experiment, namely nonequivalent control group design with pre-test and post-test.

2. Some Pertinent Ideas

a. The concept of vocabulary

In learning English language, Vocabulary is the basic element that students should master to improve their knowledge and support their ideas. This part would explain about definition of vocabulary, types of vocabulary, and kinds of vocabulary.

1) Definition of vocabulary

According to Kaharuddin (2017), Vocabulary is the foundation of communication skills because it is the tool of illustrating thought, self-expression, translation, and interpretation.

According to Nation (2001), vocabulary size is the number of word that a learner at a certain level knows.

According to Fowler (1971), the words “vocabulary” comes from medieval Latin, vocabularies, and transferred into English means list arranged alphabetically with definitions, of the principal words used in a language or usually in particular book or branch of science or by a particular author. Vocabulary is a fundamental requirement that influence students’ achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed.

According to Good (1959), vocabulary is the content and function word of language which is learned so thoroughly so that become a part of child’s mean word having been heard or seen even though not produced by individual himself to communicate with others.

According to Hornby (1989), vocabulary are (a). All the words that a person knows or uses.(b).All the words in a particular language.(c).The words that people use when they are talking.(d) A list of words with her meaning, especially in a book for learning foreign language.

According to Webster (1983), vocabulary is list of words and sometimes phrases usually arranged in alphabetical order and are defined as dictionary, glossary, and lexicon.

According to Coady et all (1997), the vocabulary is central to language and critical importance to the typical language learner.

According to Cahyono et al (2011), vocabulary is believed to be the most significant element of English language teaching. Vocabulary is main element of language in includes the students are not able to master of English if they still lack of vocabulary.

According to Gairs (1986), working this way, after a short period of time, many learners may find out that learning vocabulary in list does not satisfy themselves, and they think the cause for it just their bad memorization. Nengsih (2008) vocabulary can be defined roughly as the word we teach in foreign language.

2) Types of vocabularies

According to Qian (2002), there are four types of vocabulary knowledge. They are:

- a) Vocabulary size.
- b) Depth of vocabulary knowledge.
- c) Lexical organization.
- d) Automaticity of receptive-productive knowledge.

According to Tenry in Kasim K. (2001), vocabulary is divided into five parts. They are:

- a) Active Vocabulary, Number of words which are used by an individual as opposed to the number he/she is able to understand.
- b) Active Vocabulary, Words and idiomatic expression necessary for minimal use and working knowledge of a language.

- c) Passive Vocabulary, Number of word understood by a child as opposed to the number of words used.
- d) Vocabulary Growth, Develop of vocabulary with age. The speed of development depends on intellect and linguistic environment, individual differences exist and children just entering the school perhaps know between 4.000 and 7.000 morphemes.
- e) Vocabulary Test, It is sometimes need psychological testing to discover a person's store of understood words.

According to Harmer (1991), distinguishes two type of vocabulary, namely:

- a) Active vocabulary, it refers to vocabulary that student's have been though or learned and they key expected to be able to use.
- b) Passive vocabulary, it refers to vocabulary that students will recognize when they meet them, but they may not able to produce it.

Active vocabularies are words that the students understand when they use in everyday situation and passive vocabularies are the words that they know meaning when they are read or listen the words.

3) Kinds of Vocabulary

According to Good (1959), divides vocabulary into four kinds, they are:

- a) Oral vocabulary refer to words that a person employs them in expressing ideas orally and actively.
- b) Writing vocabulary refer to words that commonly used in writing.

- c) Listening vocabulary refer to words that a person can understand when they are heard.
- d) Reading vocabulary refer to words that someone can recognize them when he finds them in written form.

According to Heriyawati in Syaril (2014), there are two kinds of vocabulary: high and low frequency vocabulary.

- a) High vocabulary frequency is one which is often used by the speakers, such as book, apple, and chair.
 - b) Low vocabulary frequency is one which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listener, for example, aardvark, which is a name of animal.
- 4) Principles in teaching and learning vocabulary

According to Wallace in Kasim K (2001), there are eight main principles in teaching and learning vocabulary. Some of them are:

- a) Aims

The aims of teaching vocabulary must be clear enough so that the difficulty in learning can be avoided.

- b) Quantity

The quantity of vocabulary that will be taught to our students must be decided because too many words given to them. They will be confuse, discourage and frustrate.

c) Need

Guide your students use the word that they need to communicate.

d) Presenting in context

The words must appear its natural environment.

b. The concept of strip story

1) Definition of strip story

According to Gibson (1975), Strip Story was an adaptation of scrambled story exercises in which each student was given one sentence of a story or anecdote at random ; the sentence were numbered and the story must be resembled strictly through interaction.

Based on the theories from Gibson above strip story is a story which is divided into some strips in which each student is given some sentence of a story at random, and then the sentences must be re-arranged to form a story through verbal interaction. By using the strip story in teaching vocabulary, it will help the teacher improving students' vocabulary through the comfortable way of mastering English. The goals of using strip story are build the students' vocabulary size in English.

According to Sloan (1991), Strip Story means a cooperative learning group that given one or more segments of story. According to Gibson (2003) procedure of Strip Story consist of breaking down a story sentence by sentence and typing each sentence on individual strip of paper. These sentences will be randomly distributed to

the students. The students' task will be then to communicate the content of their strips to other in class in so doing and the strips put the story into logical sequences.

According to Oxford Learner's Pocket Dictionary, "Strip" is part. So, strip story is a part of the story. The part or strip of story is written in the pieces of paper to be spread to all of students in the class.

2) The advantages of strip story technique

- a) The strip story activity provides a fun and useful way of introducing a new texts or new vocabulary.
- b) Strip story give students an opportunity to speak up freely.
- c) It also brings good impact on increasing the learning process and they can work not only individually but also in a group.
- d) In the strip story activity, the students use adequate vocabulary.

3) Disadvantages of strip story technique

- a) It spends time organize and understand the students
- b) The researcher must spend her own spare time at home for searching the suitable materials.

H. Theoretical Framework

Vocabulary is list of words that support the skill of language. According to Kaharuddin (2017), Vocabulary is the foundation of communication skills because it is the tool of illustrating thought, self-expression, translation, and interpretation.

Vocabulary is the main element of language because the students will not be able to master English if they still lack of vocabulary.

This research only focuses on vocabulary size. Vocabulary size is the number of the student word known. According to Nation (2001), vocabulary size is the number of word that a learner at a certain level knows. Vocabulary size discusses about how many vocabularies that the students get especially active vocabulary. Harmer (1991) stated that active vocabulary refers to vocabulary that student's have been taught or learned and the key expected to be able to use. However, there are some students have limited vocabularies. Consequently, they get difficulties in learning language. Students will get more difficulties in learning language if they have limited vocabularies.

Sometimes, students find difficulties in expressing their ideas because they lack of vocabulary. This problem makes students cannot speak fluently if students do not know the way to improve their vocabulary, they will lose their interest in learning English language.

The factors that influences students' English language competence especially vocabulary mastery are not only their ability in memorizing the vocabulary but also the psychological situation such like feeling suppressed and bored as the effect of the method or technique which is applied by the teacher in learning process such us GTM (Grammar Translation Method) which is considered as the traditional method in language teaching process. In this case, the researcher applied strip story as the

technique to improve student vocabulary in their real life situation. According to Arsyad (2011), Strip Story is one of technique that used separate of paper in learning foreign language. Moreover, strip story also provides students with many kinds of interesting activities that can avoid students feeling suppressed such as asking them to rearrange the given random story, and retell what they have understood from the story. Automatically, students' vocabularies have been improved before the students retell the given story. The more students enjoy the learning process, the faster they understand the subject.

One of sample of using Strip Story Technique is to make student easier in reading and memorizing new word of foreign language without feeling perforce and bore. In addition, Strip Story Technique helps students to enrich their vocabularies. Moreover, Strip Story activity which is conducted in a small group provides a fun and useful way in introducing a new text or new vocabulary. Therefore, the Strip Story was considered in improving students' vocabulary size.

I. Hypothesis

The researcher were presented hypothesis as follow:

1. Alternative Hypothesis (H_1): The use of Strip Story is effective to improve the students' vocabulary at the second grade in Islamic Senior High School Binamu. (MAN Binamu) Jeneponto Regency.

2. Null Hypothesis (H_0): The use of Strip Story is not effective to improve the students' vocabulary at the second grade in Islamic Senior High School Binamu. (MAN Binamu) Jeneponto Regency.



CHAPTER III

RESEARCH METHOD

This chapter presented Research Method, Population and Sample, Research Instrument, Procedure of Collecting Data and Data Analysis Technique.

J. Research Method

1. Research Design

The design of this research was Quasi Experimental Design; exactly Non-equivalent Control Group Design that involves two groups of classes. According to Gay (2006), Non-equivalent control group design should be familiar with the pre-test and post-test control group design.

The researcher used pre-test and post-test design in both experimental and controlled class. There would be the treatment to the experimental group and control treatment to the control group. This method aims to examine whether Strip Story technique was effective in improving the students' vocabulary or not.

To show the significant effectiveness by comparing the pre-test and post-test result the research design would be presented as follow:

Figures 2
The Figures of Research Design

E	O₁	X	O₂
C	O₁	-	O₂

(Arifin, 2012)

Where:

E : Experimental group

C : Control group

X : Treatment

O_1 : *Pre-test*

O_2 : *Post-test*

2. Research Variable

The kinds of variable that correlated with the research consisted of independent and dependent variable. Independent variable was a variable that improved another variable to achieve what was expected by the researcher. According to Arikunto (2013), dependent variable was the result that expected through implement of the Independent variable. Based on the explanation above, the researcher identified that dependent variable was students' vocabulary ability and the independent variable was the Strip Story technique.

K. Population and Sample

1. Population

The population of the research was the second year students at MAN Binamu Jeneponto in academic year 2017/2018. There were six classes of this school. The total numbers of population were 240, consisted 6 classes which each classes about 40 students.

2. Sample

According to Gay (2006), sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group from which they will be selected. In this research, the sample was taken from two classes. There were MIA 1 class and IIS.3 class. The sample of this research was chosen by using purposive sampling technique, due to the design of this research quasi experimental design. The researcher would take XI MIA 1 consist 40 students as Experiment class and XI IIS 3 as control class.

L. Research Instrument

The instrument which was used in this research was test. The test was conducted both in the pre-test and in the post-test (competence test). The form of the test was fill in the blank that consisted of 25 numbers. The tests were two sections. The pre test had been given before the treatment to get the data about the students' knowledge in vocabulary to both control class and experimental class. The post-test was given to know the effectiveness of Strip Story technique in improving students' ability in mastering vocabularies after the treatment in both control class and experimental class.

M. Data Collection Procedure

1. Pre-test

The students were given pre-test before doing the treatment by the researcher, which aim to know their basic knowledge about vocabularies. The researcher distributed answer sheets to the students in experimental class and control class.

2. Treatments

The treatments were given in six meetings. The researcher used “Strip Story Technique” in teaching vocabulary to the students.

The steps in teaching vocabulary by using strip story technique were described as follows:

The first treatment at 14th November 2017

- 1) The researcher mentioned some object around the students and explained about concrete noun.
- 2) The researcher distributed the strip of story about “The Cows and the Lion” to the students.
- 3) The researcher gave time to the students to read the strips and to comprehend the sentence and to identify the word class in the sentence.
- 4) The students had to comprehend it, hand-writing was not allowed here.
- 5) The researcher collected the strips from each student.
- 6) Each student had to retell what they had already understood from their strip to their friends. Then, they discuss and work out how the strips should be assembled to form the correct sequence of the story.

- 7) They presented their discussion and showed what the word class (concrete noun) in the story in front of their class.
- 8) The researcher corrected the students' answers and gave score. The winner was the group who reach the highest score.

The second treatment at 17th November 2017

- 1) The researcher explained about regular verb.
- 2) The researcher mentioned some object around the students and explained about Regular Verb.
- 3) The researcher distributed the strip story about "The Lion and the Mouse" to the students.
- 4) The researcher gave time to the students to read the strips and to comprehend the s entence and to identify the word class in the sentence.
- 5) The researcher collected the strips from each student.
- 6) Each student had to retell what they had already understood from their strip to their friends. Then, they discuss and work out how the strips should be assembled to form the correct sequence of the story.
- 7) They presented their discussion and showed what the word class (Regular Verb) in the story in front of their class.
- 8) The researcher corrected the students' answers and gave score. The winner was the group who reach the highest score.

- 9) The researcher gave five lists of verb vocabularies to students before closing the class.

The third treatment at 21st November 2017

- 1) The researcher explained about Irregular verb.
- 2) The researcher mentioned some object around the students and explained about Irregular Verb.
- 3) The researcher distributed the strip story about “the Crow and the Eagle” to the students.
- 4) The researcher gave time to the students to read the strips and to comprehend the sentence and to identify the word class in the sentence.
- 5) The researcher collected the strips from each student.
- 6) Each student had to retell what they had already understood from their strip to their friends. Then, they discuss and work out how the strips should be assembled to form the correct sequence of the story.
- 7) They presented their discussion and showed what the word class (Irregular Verb) in the story in front of their class.
- 8) The researcher gave five lists of Irregular verb vocabularies to students before closed the class.

The fourth treatment at 24th November 2017

- 1) The researcher mentioned some characters around the students and explained about Adjective.

- 2) The researcher distributed the strip story about “the Dog and the Cows” to the students.
- 3) The researcher gave time to the students to read the strips and to comprehend the sentence and to identify the word class in the sentence.
- 4) The researcher collected the strips from each student.
- 5) Each student retold what they had already understood from their strip to their friends. Then, they discussed and worked out how the strips should be assembled to form the correct sequence of the story.
- 6) They presented their discussion and showed what the word class (Adjective) in the story in front of their class.
- 7) The researcher corrected the students’ answers and gave score. The winner was the group who reached the highest score.

The fifth treatment at 28th November 2017

- 1) The researcher gave some vocabularies and students identified the word class (Concrete Noun and Regular Verb)
- 2) The researcher asked students to make group
- 3) The researcher distributed the strip story about “Caught in the Rain” to the students.
- 4) The researcher gave time to the students read and comprehend the sentence and identified the word class in the sentence.
- 5) The researcher collected the strips from each student.

- 6) Each student retold what they had already understood from their strip to their friends. Then, they discussed and worked out how the strips should be assembled to form the correct sequence of the story.
- 7) They presented their discussion and showed what the word class (Concrete Noun and Regular Verb) in the story in front of their class.
- 8) Each student searched and memorized five vocabularies (Concrete Noun and Regular Verb) to the next meeting based on the story.

The sixth treatment at 1st December 2017

- 1) The researcher gave some vocabularies, and the students identified the word class (Irregular Verb and Adjective)
- 2) The researcher asked the students to make small group
- 3) The researcher distributed the strip story about “the Cows and the Lion” to the students.
- 4) The researcher gave time to the students read and comprehend the sentence and identified the word class in the sentence.
- 5) The researcher collected the strips from each student.
- 6) Each student retold what they had already understood from their strip to their friends. Then, they discussed and worked out how the strips should be assembled to form the correct sequence of the story.
- 7) They presented their discussion and showed what the word class (Irregular Verb and Adjective) in the story in front of their class.

- 8) Each student searched five vocabularies (Irregular Verb and Adjective) and translated the meaning based on the story.

The steps in teaching vocabulary by using conventional technique would be described as follows:

- 1) The researcher shared of story paper.
- 2) The researcher gave time to the students to read the story.
- 3) The students comprehended it, hand-writing was not allowed here.
- 4) The researcher collected the paper from each student.
- 5) Each student retold what they had already understood from their story to their friends.
- 6) They presented their discussions in front of their class.
- 7) The researcher corrected the students' answers and gave score. The winner was the group who reached the highest score.

3. Post-Test

After that, the researcher gave post-test to the students. The post-test was used to know the result of the students' vocabulary by using Strip Story technique.

N. Data Analysis Techniques

There are many techniques that were used in analyzing the data. To know the students' achievement both of the two groups, the researcher used statistical analysis.

The steps were as follows:

1) Scoring the students' answer on pre-test and post-test by using the following

formula:

$$\text{Total grade} = \frac{\text{Total correct}}{\text{Total items}} \times 100$$

(Sudjana, 2008)

2) Classifying the students' score by using the following scale:

Table of the students' classification score

N	Classification	Score
1	Excellent	90 – 100
2	Very Good	80 – 89
3	Good	70 – 79
4	Fairly Good	60 – 69
5	Fair	50 – 59
6	Very Poor	Less than 40
TOTAL		

(Wayan N & P. P. N Sunartama in Nurianti, 2015)

3) The formula used in calculating percentages in students' score was:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Rate percentage

F = Frequency of the score correct answer

N = The total number of students

(Depdikbud in Nur, 2011)

4) Finding out the mean score of the students' answer by using the following

formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: The sum of all score

N : The total number of subject

(Gay, 2006)

5) Calculating of standard deviation of the students' score in pre-test and post-

test, the researcher used the following formula:

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD : standard deviation

SS : The sum of square

N : Total number of the subjects

$\sum X^2$: The sum of all square; each score is squared all the squares are added up

$(\sum X)^2$: The square of the sum; all the scores are added up and the sum is square total.

(Gay, 2006)

6) Finding out the significant difference between pre-test and post-test of control class and experimental class. The following formula was employed :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : Test of significance

x_1 : Mean score of experimental group

x_2 : Mean score of the control group

SS_1 : Sum square of experimental group

SS_2 : Sum square of control group

n_1 : Number of students of experimental group

n_2 : Number of students of control group

(Gay, 2006)

7) The result of the t test used to compare with t table to answer hypothesis.

$t_{\text{table}} < t_{\text{test}} = \text{Effective}$
 $t_{\text{table}} > t_{\text{test}} = \text{Not effective}$

(Gay, 2006)



CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings of the research and it was discussion. The finding of the research consists of the description of the result of data collected through the test and the discussion that covered the details interpretation of the research.

A. Finding

The finding of this research deals with the students' score from pre-test and post-test, the frequency and the rate percentage of the students' score, the means score and the standard deviation of the pre-test and the post-test, the t-test value and the hypothesis testing. The findings were described as follows.

1. The Classification of the Students' Pre-Test Score in Experiment and Control Class.

Before the treatment, the researcher conducted the pre-test. The result of the pre-test was acquired to know the students' degree in mastering vocabulary text. All students' result could be seen in the data in *table 1*.

Table 1
The Rate Percentage of Score Experimental Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	1	3,3%
2	Very Good	80 – 89	7	23,3%
3	Good	70 – 79	19	63,3%
4	Fair	60 – 69	3	10%
5	Poor	50 – 59	-	-
6	Very Poor	Less than 40	-	-
TOTAL			30	100%

The *table 1* shows that there was 1(3,3%) student classified into excellent and others were under of it.

Table 2
The Rate Percentage of Score Control Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	-	-
2	Very Good	80 – 89	-	-
3	Good	70 – 79	2	6,6%
4	Fair	60 – 69	16	53,3%
5	Poor	50 – 59	10	33,3%
6	Very Poor	Less than 40	2	6,6%
TOTAL			30	100%

Table 2 above shows the rate percentage of the score of control class in the pre-test from 30 students. There were 2 (6,6%) students obtained good score most of the students obtained 16 (53,3%) students classified into fair score.

Based on the result above, it could be seen that the rate percentage in the experiment class in the pre-test and control class in the pre-test was similar.

2. The Classification of the Students' Post-Test Score in Experimental and Control Class.

Table 3
The Rate Percentage of Score Experimental Class in the Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	8	26,6%
2	Very Good	80 – 89	11	36,6%
3	Good	70 – 79	6	20%
4	Fair	60 – 69	5	16,6%
5	Poor	50 – 59	-	-

6	Very Poor	Less than 40	-	-
TOTAL			30	100%

After the treatment, the researcher conducted the post-test in the experiment class. All students' result could be seen into the data in *table 3*. The students' score were improve, most of the students were in a very good score and there were 8 (26,6%) students classified into excellent score.

Table 4
The Rate Percentage of Score Control Class in the Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	
2	Very Good	81 – 90	1	3,3%
3	Good	71 – 80	16	53,3%
4	Fair	61 – 70	8	26,6%
5	Poor	51 – 60	5	16,6%
6	Very Poor	Less than 50	-	-
TOTAL			30	100%

While the rate percentage of the score of the control class in the post-test from the 30 students as *table 4* above shows that. None of the students obtained excellent score, 1 (3,3%) student in a very good score and under of it.

Based on the data above, it means that there was improvement of students who were taught using Strip Story technique and Conventional strategy (Grammar Translation Method). Although for both of the class improved. It could be seen in the experiment class table none of students obtained poor score. While in the control class there were 5(16,6%) students obtained poor score.

3. The Mean Score and Standard Deviation of the students' Experimental and Control Group

Table 5
The Mean Score of Experimental and Control Group of the Students' Pre-test and Post-test.

Types	Mean Score		Ranges
	Pre-test	Post-test	
Experimental	75,8	84,13	8.33
Control	58,4	68,9	10.5

The table above showed that the mean score and the ranges both of the experiment class and control class.

Table 6
The Mean Score and the Standard Deviation of Experimental and Control Group of the Students' Pre-test and Post-test.

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	75,8	84,13	5,98	10,78
Control	58,4	68,9	4,91	8,44

The table above showed that, the mean score and the standard deviation of the experiment class and control class.

4. Hypothesis Testing the Difference Significant Between the Experimental and Control Group

Although, the mean score improved after the treatment but the hypothesis in Chapter II must be tasted again with the statistical calculation. The statements of the hypothesis were:

(Ho) : Teaching vocabulary by using Strip Story cannot improve the students' English vocabulary.

(H1) : Teaching vocabulary by using Strip Story can improve the students' English vocabulary.

To know whether the mean score of the experimental class and the control class was statistically different, the t-test applied with the level significance (P) = 0.05 and the degree of freedom (df) = N-2, where N1 = 30 and N2 = 30. The result of t-test after calculation could be seen in the following *table 6*.

Table 7
The Result of t-test calculation

Variable	t-test Value	t-table Value
$X_1 - X_2$	6,426	2,000

The *table 6* indicates that value of the t-test was 6,426 and the value of the t-table was 1.980 with significant level (P) = 0.05 and (df) = 58. Then, the value of t-test was higher than the value of t-table (6,426 > 2,000). It means that $H_1 > H_0$, the hypothesis was accepted.

B. Discussion

The result of this study showed that the students' scores were much higher after the treatment using Strip Story Technique in experimental class. Most of them were excellent and very good score. The use of Strip Story was surely useful to improve the students' vocabulary According to Arsyad (2011), Strip Story is one of technique that used separate of paper in learning foreign language. One of sample

Strip Story Technique is make student easy to read and memorize foreign language without perforce and bored students' feeling to learn.

The analysis of the mean score gap between the experimental class and the control class in the post test ensured if the technique was effective. The mean score of the experimental class was 84,13 and 68,9 for control class. It means that the gap of the students' score of the experimental and control class was 15,23. The explanation of the gap between two classes showed that the experimental class showed better improvement than the control class.

The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table, it means that the alternative hypothesis would be rejected. The value of the t-test was 6,426 and the value of the t-table was 1.980 with significant level $(P) = 0.05$ and $(df) = 58$. Then, the value of t-test was higher than the value of t-table ($6,426 > 2,000$). It means that $H_1 > H_0$, the hypothesis was accepted.

According to the result of this research, the effectiveness of the application of Strip Story Technique in improving vocabulary size could be explained that Strip Story Technique could improve the students' active participation and their vocabulary achievement. It was relevant with the statement of Kiftiah (2014), in her Classroom Action Research. It was seen that using Strip Story Technique gave improvement in students' speaking ability. It can be concluded that the teaching of vocabulary by

using Strip Story Technique was good and helpful for the students to improve their vocabulary size achievement and made students more active in the class.

In summary, the researcher asserted that using Strip Story Technique in improving the second year students' vocabulary size at Islamic Senior High School Binamu (MAN BINAMU) was effective.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first deals with the conclusions of the findings, and the second part deals with suggestions.

A. *Conclusions*

Based on the findings and the discussions in the previous chapter, the researcher concludes that teaching vocabulary Size through Strip Story technique is effective to improve students' vocabulary at the second Year in Islamic Senior High School Binamu. It was proved that there was a significant difference between students' pre-test and post-test. Furthermore, the t-test value was higher than the t-table value. It obviously seems that there was improvement in students' vocabulary size after being given treatment by using Strip Story technique.

Strip story is one of the effective techniques that was used in learning vocabulary in Islamic Senior High School Binamu Jenepono. The explanation had been showed in the chapter VI. Explanation and collected data in the chapter VI that were showed in strip story technique is an effective technique to improve students' ability in vocabulary size.

B. *Suggestion*

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In teaching vocabulary size, the teacher should use some different method and ways to attract the students' attention in learning vocabulary size.
2. The researcher suggests that English teacher should be more creative in presenting materials in teaching vocabulary as one alternative among other teaching methods because it can help the students to be more interested, active, and enjoy in learning.
3. The use of Strip Story technique is very effective to improve students' vocabulary. Therefore, the researchers suggest that English teacher especially in Senior High School Binamu should use Strip Story technique as a technique or method in teaching vocabulary size.
4. This research will be a useful information and contribution for the next research especially about students' comprehension and reference in vocabulary size.
5. For the next researchers who want to use Strip Story technique, it would be better if the next research is conducted in a longer period.

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The logo of Universitas Islam Negeri Alauddin Makassar is a green geometric emblem. It features a central yellow star with the year '1965' inside. The star is surrounded by green lines forming a stylized arch and a base.

APPENDIXES

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

Appendix I

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap

Materi Pokok : Unit 2 (Tell Me the Story)

Alokasi Waktu : 2 x 40 menit

Pertemuan : 1

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
 - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa membaca cerita dengan seksama.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan cerita yang diberikan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakata baru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerjanya masing-masing tentang kosakata baru yang telah didiskusikan bersama temannya.

D. Tujuan Pembelajaran

1. Siswa dapat menyebutkan benda disekitar sekolah dan lingkungan.
2. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama, benda, jumlah dan letaknya yang dekat dengan kehidupan siswa sehari-hari.
3. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Concrete Noun

- A Woman and the Wolves

F. Metode Pembelajaran

- Strip Story Technique

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*).
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan tentang strip story
- Menyebutkan gambar atau benda yang ada disekitar siswa
- Menjelaskan tentang concrete noun.
- Membagikan potongan-potongan cerita yang telah disiapkan oleh guru.
- Siswa menganalisis dan menulis kosakata

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa melalui pemberian tugas individu dan mencari tahu arti kosakata baru dalam pembelajaran.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan waktu ke siswa untuk memahami isi dari cerita dan mengidentifikasi jenis kelas kata tentang concrete noun tersebut
- Setiap siswa harus menceriakan ulang cerita yang telah mereka baca ketemannya dan kemudian mereka mendiskusikan hasil dari potongan cerita yang dibagikan menjadi rangkaian cerita yang benar dan tepat.
- Mereka mempersentekan jenis kelas kata (concrete noun) yang terdapat dalam cerita tersebut.
- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.

- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

- Kemampuan siswa memahami materi pembelajaran.
- Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 1
- Jumlah skor maksimal 10x10 soal = 100

- Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

a. Kemampuan siswa dalam menerima pembelajaran	
1. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada	5
2. Siswa mampu menyimak materi pelajaran yang diberikan	4
3. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada	1
b. Kemampuan siswa dalam menyelesaikan tugas kelompok	
1. Siswa bersikap aktif dalam menyelesaikan tugas kelompok	4
2. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok.	5
3. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.	1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang

2 = kurang konsisten

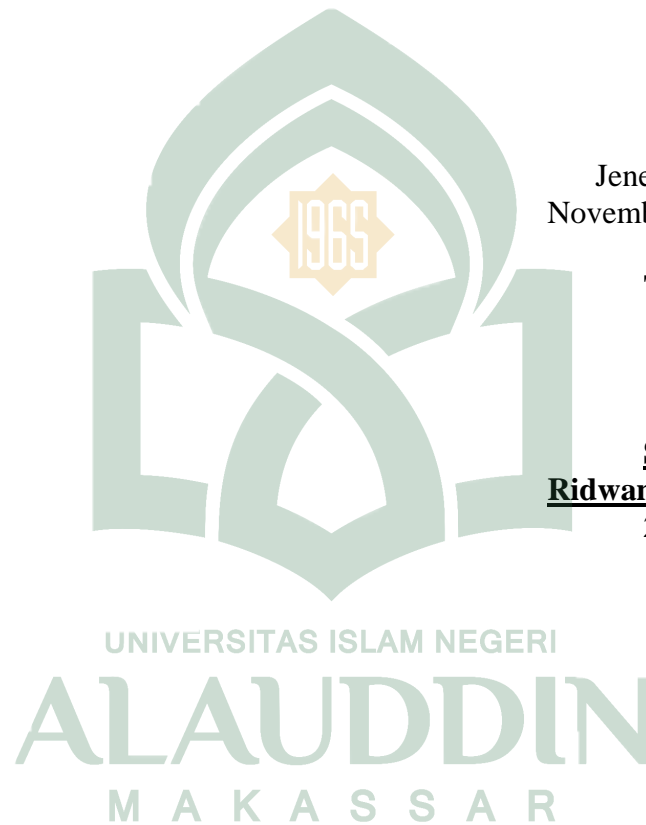
3 = mulai konsisten

4 = konsisten

5= selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “The Bridge English Competence”
- b. blackboard
- c. marker
- d. Kamus



Jeneponto, 14
November 2017

The Researcher

Sri Utami
Ridwan
20400114064

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap

Materi Pokok : Unit 2 (Tell Me the Story)

Alokasi Waktu : 2 x 40 menit

Pertemuan : 2

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
 - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menulis dan membandingkan kosakata baru yang telah diberikan.
2. Siswa menganalisis kosakata dengan seksama.

Mempertanyakan

1. Siswa mempertanyakan perbedaan kosakata yang diberikan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakata baru yang telah di dapatkan.
2. Siswa secara individu/kelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Regular Verb
- The Farmer's Son and the Wolf

F. Metode Pembelajaran

- Strip Story Technique

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas(*nilai yang ditanamkan: santun, peduli*).
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mereview materi yang telah diberikan pertemuan sebelumnya.

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi.
- Menjelaskan tentang penggunaan bentuk Regular Verb.
- Memberikan contoh tentang Regular verb dan bentuknya.
- Memberikan potongan-potongan cerita kepada siswa.
- Memberikan waktu kepada siswa untuk memahami dan menganalisis kata yang telah dijelaskan.
- Siswa menganalisis dan menulis kosakata

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa dengan memberikan beberapa penjelasan dari cerita yang diberikan dan siswa akan mencari tahu arti kosakata baru dalam pembelajaran.
- Membiasakan siswa menulis kosakata.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberikan waktu ke siswa untuk memahami isi dari cerita dan mengidentifikasi jenis kelas kata tentang concrete noun tersebut
- Setiap siswa harus mencerikan ulang cerita yang telah mereka baca ketemannya dan kemudian mereka mendiskusikan hasil dari potongan cerita yang dibagikan menjadi rangkaian cerita yang benar dan tepat.
- Mereka mempersentekan jenis kelas kata (Reguler verb) yang terdapat dalam cerita tersebut.
- Memberikan lima kosakata (Reguler Verb) kepada siswa unuk dihafalkan pada pertemuan selanjunya.
- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

- Kemampuan siswa memahami materi pembelajaran.
- Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 0
- b. Jumlah skor maksimal 10×10 soal = 100
- c. Nilai maksimal = 100

$$\text{Nilai siswa} = \text{Skor Perolehan}$$

$$\text{X } 100$$

$$\text{Skor Maksimal}$$

Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

1. Kemampuan siswa dalam menerima pembelajaran		
a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada		4
b. Siswa mampu menyimak materi pelajaran yang diberikan		3
c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada		1
2. Kemampuan siswa dalam menyelesaikan tugas kelompok		
a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok		3
b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok.		4
c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.		1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			

5			
---	--	--	--

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

2 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5= selalu konsiste

H Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “The Bridge English Competence”
- b. Blackboard
- c. Marker
- d. Kamus



Jeneponto, 17 November

2017

The Researcher

Sri Utami Ridwan

20400114064

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap
Materi Pokok : Unit 3 (What Is the Case?)
Alokasi Waktu : 2 x 40 menit
Pertemuan : 3

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

- 1. Siswa memperhatikan perbedaan penggunaan kosakata.
- 2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

- 1. Siswa mempertanyakan kosakata yang diberikan,
- 2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

- 1. Siswa menyebutkan kosakata baru yang telah di dapatkan.
- 2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

3. Siswa menghafalkan beberapa kosakata yang telah diberikan

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

1. Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran.

- siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Irregular Verb
- Use of Formalin and Other Additives in Foods

F. Metode Pembelajaran

- Strip Story

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*).
- Menanyakan keadaan siswa.
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi.
- Mereview materi yang telah diberikan sebelumnya.
- Menyebutkan beberapa kosakata dan siswa menganalisis jenis kosakata tersebut.

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa melalui pemberian tugas kelompok mencari tau arti kosakata baru dalam pembelajaran.
- Memberikan kosakata dan kemudian menghafalkannya.
- Membiasakan siswa menulis kosa kata.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberikan waktu ke siswa untuk memahami isi dari cerita dan mengidentifikasi jenis kelas kata tentang concrete noun tersebut
- Setiap siswa harus menceriakan ulang cerita yang telah mereka baca ketemannya dan kemudian mereka mendiskusikan hasil dari potongan cerita yang dibagikan menjadi rangkaian cerita yang benar dan tepat.

- Mereka mempersentekan jenis kelas kata (Reguler verb) yang terdapat dalam cerita tersebut.
- Memberikan lima kosakata (Reguler Verb) kepada siswa untuk dihafalkan pada pertemuan selanjutnya.
- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

1. Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
2. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

- a. Kemampuan siswa memahami materi pembelajaran.

- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 0
- b. Jumlah skor maksimal 10×10 soal = 100
- c. Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

1. Kemampuan siswa dalam menerima pembelajaran	
<i>a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada</i>	4
<i>b. Siswa mampu menyimak materi pelajaran yang diberikan</i>	3
<i>c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada</i>	1
2. Kemampuan siswa dalam menyelesaikan tugas kelompok	
<i>a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok</i>	3
<i>b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok.</i>	4
<i>c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.</i>	1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

3 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5= selalu konsisten

4. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “The Bridge English Competence”
- b. Blackboard
- c. Marker
- d. Kamus

Jeneponto, 21 November 2017

UNIVERSITAS ISLAM NEGERI **The Researcher**
ALAUDDIN
M A K A S S A R

Sri Utami

Ridwan

20400114064

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap

Materi Pokok : Unit 3 (Tell Me the Story)

Alokasi Waktu : 2 x 40 menit

Pertemuan : 4

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
 - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

- Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

- Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakata baru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi jenis kosakata yang digunakan dalam bentuk kalimat.
2. Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Adjective
- Illegal Logging

F. Metode Pembelajaran

- Strip Story technique

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas(*nilai yang ditanamkan: santun, peduli*).
- Menanyakan kabar dan kesiapan siswa.
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menyebutkan kosakata dalam bacaan yang akan diberikan kepada siswa.
- Membiasakan siswa menganalisis dan menulis kosakata

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa melalui pemberian tugas kelompok mencari tau arti kosakata baru dalam pembelajaran.
- Membiasakan siswa menulis kosa kata.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberikan waktu ke siswa untuk memahami isi dari cerita dan mengidentifikasi jenis kelas kata tentang concrete noun tersebut
- Setiap siswa harus menceritakan ulang cerita yang telah mereka baca ketemannya dan kemudian mereka mendiskusikan hasil dari potongan cerita yang dibagikan menjadi rangkaian cerita yang benar dan tepat.

- Mereka mempersentekan jenis kelas kata (Reguler verb) yang terdapat dalam cerita tersebut.
- Memberikan lima kosakata (Reguler Verb) kepada siswa untuk dihafalkan pada pertemuan selanjutnya.
- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

- Kemampuan siswa memahami materi pembelajaran.

- Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 0
- Jumlah skor maksimal 10x10 soal = 100
- Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor MaksimaL}} \times 100$$

UNIVERSITAS ISLAM NEGERI
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Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

1 Kemampuan siswa dalam menerima pembelajaran	
a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada	4
b. Siswa mampu menyimak materi pelajaran yang diberikan	3
c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada	1
2 Kemampuan siswa dalam menyelesaikan tugas kelompok	
a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok	3
d. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok.	4
e. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.	1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

4 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5= selalu konsisten

I. Media, Alat/Bahan, dan Sumber belajar

- a. Buku teks “The Bridge English Competence”
- b. Blackboard
- c. Marker
- d. Kamus



Jeneponto, 24

November 2017

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R
The Researcher

Sri Utami Ridwan
20400114064

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap

Materi Pokok : Unit 4 (As the Story Goes)

Alokasi Waktu : 2 x 40 menit

Pertemuan : 5

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
 - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
 - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menulis dan membandingkan kosakata baru yang telah diberikan.
2. Siswa menganalisis kosakata dengan seksama.

Mempertanyakan

1. Siswa mempertanyakan perbedaan kosakata yang diberikan,
2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakata baru yang telah di dapatkan.
2. Siswa secara individu/kelompok mencari arti dari kosakata baru yang didapatkan.

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Concrete Noun and Regular Verb

- Unconditional Love

F. Metode Pembelajaran

- Strip Story Technique

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Awal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas(*nilai yang ditanamkan: santun, peduli*).
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mereview materi yang telah diberikan pertemuan sebelumnya.

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi.
- Memberikan beberapa kosakata dan siswa mengidentifikasi kelas dari kosakata tersebut.
- Menjelaskan tentang penggunaan bentuk Concrete Noun and Regular Verb.
- Membagikan potongan-potongan cerita kepada siswa
- Memberikan waktu untuk menyusun potongan-potongan cerita tersebut menjadi cerita yang benar
- Siswa mempersentasikan hasil diskusi dan menjelaskan beberapa kelas kata yang terdapat pada cerita tersebut.

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa dengan memberikan beberapa penjelasan dari cerita yang diberikan dan siswa akan mencari tahu arti kosakata baru dalam pembelajaran.
- Membiasakan siswa menulis kosa kata.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Meminta siswa untuk mencari dan menghafal lima kosakata (Concrete Noun dan Regular Verb) di pertemuan selanjutnya
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

b. Portofolio:

- Hasil tes dan latihan.

2. Instrumen Penilaian

- Kemampuan siswa memahami materi pembelajaran.
- Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

3. Pedoman Penilaian

- d. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 0

- e. Jumlah skor maksimal 10×10 soal = 100

- f. Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

1. Kemampuan siswa dalam menerima pembelajaran	
a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada	4
b. Siswa mampu menyimak materi pelajaran yang diberikan	3
c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada	1
2. Kemampuan siswa dalam menyelesaikan tugas kelompok	
a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok	3
b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok.	4
c. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.	1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

5 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5= selalu konsiste

H Media, Alat/Bahan, dan Sumber belajar

- e. Buku teks “The Bridge English Competence”
- f. Blackboard
- g. Marker
- h. Kamus

Jeneponto, 28 November

2017

UNIVERSITAS ISLAM NEGERI
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M A K A S S A R

The Researcher

Sri Utami Ridwan

20400114064

LESSON PLAN

Sekolah : MAN Binamu Jeneponto

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas/Semester : XI MIA 1/ genap

Materi Pokok : Unit 4 (As the Story Goes)

Alokasi Waktu : 2 x 40 menit

Pertemuan : 6

A Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab

fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
- 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa memperhatikan perbedaan penggunaan kosakata.
2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan kosakata yang diberikan,
2. Siswa mempertanyakan kosakatabaru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.
2. Siswa secara berkelompok mencari arti dari kosakatabaru yang didapatkan.
3. Siswa menghafalkan beberapa kosakata yang telah diberikan

Mengasosiasi

- Siswa menyebutkan pesan yang terdapat dalam pembelajaran.

Mengkomunikasikan

- Siswa melaporkan hasil kerja kelompok tentang kosakata baru yang telah didiskusikan bersama teman kelompok.

D. Tujuan Pembelajaran.

- siswa dapat menggunakan kosakata yang baru didapatkan dari pembelajaran.

E. Materi Pembelajaran

- Irregular Verb and Adjective
- A Father and His Children

F. Metode Pembelajaran

- Strip Story

G. Langkah-Langkah Kegiatan Pembelajaran

KegiatanAwal (5')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*).
- Menanyakan keadaan siswa.
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Kegiatan Inti (65')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi.
- Mereview materi yang telah diberikan sebelumnya.
- Menyebutkan beberapa kosakata dan siswa menganalisis jenis kosakata tersebut.

Elaborasi

Dalam kegiatan elaborasi, guru akan:

- Memfasilitasi siswa melalui pemberian tugas kelompok mencari tau arti kosakata baru dalam pembelajaran.
- Memberikan kosakata dan kemudian menghafalkannya.
- Membiasakan siswa menulis kosakata.

Konfirmasi

Dalam kegiatan konfirmasi, guru akan:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

- Memberi konfirmasi tentang hasil pekerjaan yang sudah dikerjakan oleh siswa
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi dalam pembelajaran.

Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian

a. Pengamatan (observation):

- Perilaku tanggung jawab, peduli, kerja sama dalam berkomunikasi.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

2. Portofolio:

- Hasil tes dan latihan.

3. Instrumen Penilaian

- a. Kemampuan siswa memahami materi pembelajaran.
- b. Kerja sama siswa dalam mendapatkan arti dan kelas kata kosakata baru yang mereka temukan dalam pembelajaran.

4. Pedoman Penilaian

- a. Untuk setiap jawaban yang benar skor 10, dan untuk setiap jawaban yang salah skor 0
- b. Jumlah skor maksimal 10x10 soal = 100
- c. Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$



Rubric penilaian portofolio

<i>Uraian</i>	<i>Skor</i>
---------------	-------------

1. Kemampuan siswa dalam menerima pembelajaran		
a. Siswa memberi respon terhadap pertanyaan pertanyaan yang ada		4
b. Siswa mampu menyimak materi pelajaran yang diberikan		3
c. Siswa tidak mampu menyimak dan merespon pertanyaan yang ada		1
2. Kemampuan siswa dalam menyelesaikan tugas kelompok		
a. Siswa bersikap aktif dalam menyelesaikan tugas kelompok		3
b. Siswa mampu menunjukkan sikap bertanggung jawab, sopan dan mampu menghargai pendapat antar siswa dalam menyelesaikan tugas kelompok. Siswa tidak mampu bersikap aktif dan tidak menunjukkan sikap bertanggung jawab, sopan dan menghargai pendapat siswa lainnya.		4
		1

Rubric Penilaian Sikap

No	Nama Siswa	Sikap	
		Tanggung jawab	Kerja Sama
1			
2			
3			
4			
5			

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

6 = sangat kurang

2 = kurang konsisten

3 = mulai konsisten

4 = konsisten

5= selalu konsiste

H Media, Alat/Bahan, dan Sumber belajar

- i. Buku teks “The Bridge English Competence”
- j. Blackboard
- k. Marker
- l. Kamus

Jenepono, 1 Desember 2017

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

The Researcher

Sri Utami

Ridwan

20400114064

Appendix II

RESEARCH INSTRUMENT



**‘The Use of Strip Story in Improving the Second Years Students’
Vocabulary in Islamic Senior High School Binamu (MAN
Binamu)’**

Item : Pre-Test

Direction :

1. This research instrument is one of tools that we use to know your understanding about vocabulary before treatment Strip Story technique in your classroom
2. The result of this test will not affect students’ score in learning English because this test is only use for the need of this research.
3. Fill your identiy appropriate with the available box.
4. In doing the test, you are allowed to open the dictionary.
5. We will give you time only 60 minutes to do this test
6. Thanks for your support and your participation.
7. Good luck and don’t cheat!

Name :
Reg. Number :
Class :
Phone Number :
Address :

1. Complete the following sentences with the available answer!

The Man at the Back of the Car

A. The First part

Mac (1)___ a very old car. It was rusty and (2)___, but its engine worked most of the time. One day he (3)___ his old car out the garage and said to his wife, "I'm going to drive to Bournemouth and do some shopping."

***List of
Verb/Noun/Adjective***

1. Is
2. Has
3. Took
4. Make
5. Dirty

Rewrite your sentences from the above story that has been completed!

1.
2.
3.

B. The Second part

His head (4)___ under the bonnet for quite for a long time. Then. A young man (5)___ to the car and began pulling one of red lights off the back of it. Mac put his head up. Looked at the young man and shouted, “what are you doing there?” he (6)___ replied, “you can steal the pieces at the front. I’m taking ones at the back.”

**List of
Verb/Noun/Adjective**

1. Was
2. Has
3. Ran
4. Jump
5. Young man

Rewrite your sentences from the above story that has been completed!

4.
5.
6.

C. The Third part

He (7)___ to a quite road after a few (8)___, but, then his car stopped. Mac got out, opened the bonnet of the car and looked the (9)___, but he did not find anything wrong with it.

List of Verb/Noun/Adjective

1. Kilometers
2. came
3. right
4. Engine
5. Young man

Rewrite your sentences from the above story that has been completed!

7.
8.
9.

10. Arrange the strips of the above paragraph into a corret story.

1.
2.
3.

b. Complete the following sentences with the available answer!

A. The first part

You Can See the Moon from Here

Since it (1)___ very hot outside, he decided to take a becak. The (2)___ driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, "That's too much!" he pointed to the top of the (3)___ and added, "you can already see it from here."

*List of
Verb/Noun/Adjective*

1. Monument
2. is
3. was
4. becak

Rewrite your sentences from the above story that has been completed!

1.
2.
3.



B. The second part

One day, a tourist wanted to take (4)___ of the “Monumen Nasional.” He (5)___ only a few kilometer away and could already see the top of the (6)___ from where he was standing.

**List of
Verb/Noun/Adjective**

1. Monument
2. Was
3. Is
4. pictures
5. tourist

Rewrite your sentences from the above story that has been completed!

4.
5.
6.

**C. The third
part**

“yes sir,” the (7)___ replied, “you (8)___ see it from here all right, but you can also see (9)___ from here.”

**List of
Verb/Noun/Adjective**

1. Becak driver
2. Was
3. can
4. the moon
5. tourist

Rewrite your sentences from the above story that has been completed!

7.
8.
9.

10. Arrange the strips of the above paragraph into a corret story.

- a.
- b.
- c.

c. **Complete the following sentences with the available answer!**

A. The first story

High School Teacher

Mrs. Rahman (1)___ films and maps a lot. Today she (2)___ using an overhead projector

*List of
Verb/Noun/Adjective*

1. uses
2. Was
3. Is

Rewrite your sentences from the above story that has been completed!

1.
2.

B. The second part

Anita Rahman (3)___ a high school teacher. She teaches History and Geography. She is an excellent teacher and the students like her. Her (4)___ are always interesting.

*List of
Verb/Noun/Adjective*

1. Was
2. Is
3. Classes

Rewrite your sentences from the above story that has been completed!

3.
4.

5. Arrange the strips of the above paragraph into a corret story.

a.

b.

Appendix III

RESEARCH INSTRUMENT



“The Use of Strip Story in Improving the Second Years Students’ Vocabulary in Islamic Senior High School Binamu (MAN Binamu)”

Item : Post-Test

Direction :

1. This research instrument is one of tols that we use to know your understanding about vocabulary before treatment Strip Story technique in your classroom
2. The result of this test will not affect students’ score in learning English because this test is only use for the need of this research.
3. Fill your identiy appropriate with the available box.
4. In doing the test, you are allowed to open the dictionary.
5. We will give you time only 60 minutes to do this test
6. Thanks for your support and your participation.
7. Good luck and don’t cheat!

Name :
Reg. Number :
Class :
Phone Number :
Address :

1. Complete the following sentences with the available answer!

Buying a Bracelet

A. The first part

A rich man and his wife (1)___ into a shop to buy a bracelet. Both of them were not very young. They looked a lot of beautiful (2)___ and after half an hour there were two which (3)___ liked very much but they had not been able to choose between them.

***List of
Verb/Noun/Adjective***

6. Is
7. went
8. Took
9. bracelets
10. they

Rewrite your sentences from the above story that has been completed!

1.
2.
3.

B. The second part

So he (4)___ to the lady, “oh, go on. Spend his (5)___ If you don’t, he will spend it for his second wife.” For several second nobody said a word until the lady said angrily, “I (6)___ his secondwife.”

*List of Verb/Noun/
Adjective*

1. is
2. said
3. money
4. bracelets
5. am

Rewrite your sentences from the above story that has been completed!

4.
5.
6.

C. The third part

One of them (7)___ very expensive, and the other was quite a lot (8)___r. Of course, the shopkeeper wanted to sell them the more expensive one, because he would then get more (9)___ from them.

List of Verb/Noun/Adjective

1. was
2. were
3. cheaper
4. bracelets
5. money

Rewrite your sentences from the above story that has been completed!

7.
8.
9.

10. Arrange the strips of the above paragraph into a corret story.

- a.
- b.
- c.

2. Complete the following sentences with the available answer!

A. The first part

The Lion and the Mouse

“what did you say? you help me! Ha...haa,” laughed the lion. (1)___ seemed to be eager to eat the mouse. But he thought that she was too (2)___ to eat so he let her go. One day, Mr. lion was caught in a net spread by hunter the forest. “I can’t get out” he roared angrily. He got hopeless. He (3)___ that the hunters would kill him. He was very sad.

List of Verb/Noun/Adjective

6. The lion
7. came
8. small
9. imagined
10. pictures

Rewrite your sentences from the above story that has been completed!

1.
2.
3.

B. The second part

One day, a (4)___ lion was lying asleep. Since the morning he did not find anything to eat. Suddenly, he was awakened by a small (5)___ running over his face. He got surprised and said, "how dare you!" he roared and raised his paw to kill the mouse. He (6), jumped and reached out his paws and captured the mouse in his paws.

*List of
Verb/Noun/Adjective*

1. Big
2. came
3. mouse
4. take
5. ran

Rewrite your sentences from the above story that has been completed!

4.
5.
6.

C. The third part

But unexpectedly, there (7)___ a tiny voice. "I can help you," said the mouse that he caught and released from his hand before. The (8)___ ran, nibbled and gnawed at the ropes until the lion was free. "There," she said proudly, "if you had not let me go, I would not have found a way to help you. After the incident, they became good (9)___ who helped each other.

**List of
Verb/Noun/Adjective**

1. is
2. came
3. mouse
4. book
5. friends

Rewrite your sentences from the above story that has been completed!

7.
8.
9.

10. Susunlah potongan-potongan paragraph diatas menjadi sebuah cerita yang benar dan tepat.

- a.
- b.
- c.

3. Complete the following sentences with the available answer!

Caught in the Rain

A. The first part

They (1)___ wait for the rain to stop. But, they didn't. (2)___ were in a hurry. They had to go to the party at a friend's house. They had to catch a bus at the corner of a street. Hasan said, "let's run for it!"

**List of
Verb/Noun/Adjective**

1. stop
2. could
3. they

Rewrite your sentences from the above story that has been completed!

1.
2.

B. The second part

Hasan and Husna (3)___ caught in the rain. Fortunately, Husna had an umbrella. Hasan got under the (4)___ with her. They did not get very wet.

*List of
Verb/Noun/Adjective*

1. Is
2. Were
3. Umbrella

Rewrite your sentences from the above story that has been completed!

3.
4.
5. Arrange the strips of the above paragraph into a corret story.
 - a.
 - b.

Appendix IV

The Classification of the Students' Pre-test in Control Class

No	Name	Pre-test	Classification
1.	M. R. R.	44	Very poor
2.	S.	52	Fair
3.	H. T.	60	Fairly good
4.	W.	60	Fairly good
5.	S.	48	Very poor
6.	S.	60	Fairly good
7.	A.	52	Fair
8.	N. H.	68	Fairly good
9.	N. S.	60	Good
10.	A.	52	Fair
11.	F.	52	Fair
12.	H. R.	56	Fair
13.	A. A. A. A.	60	Fairly good
14.	S.	60	Fairly good
15.	M.	60	Fairly good
16.	S. H.	68	Fairly Good
17.	M. T.	52	Fair
18.	M.	60	Fairly good
19.	J.	68	Fairly Good
20.	H.	72	Good

21.	A. W. M.	60	Fairly good
22.	H.	60	Fairly good
23	E.	60	Fairly good
24	A. S.	60	Fairly good
25	R. K.	56	Fair
26	M. N.	56	Fair
27	R.	60	Fairly good
28	S. N.	52	Fair
29	M.K.	52	Fair
30	Y.	72	Good

Appendix V

The Classification of the Students' Post-test in Control Class

No	Name	Post-test	Classification
1.	M. R. R.	56	Fair
2.	S.	76	Good
3.	H. T.	68	Fairly good
4.	W.	76	Good
5.	S.	60	Fairly good
6.	S.	76	Good
7.	A.	52	Fair
8.	N. H.	76	Good
9.	N. S.	72	Good
10.	A.	76	Good
11.	F.	52	Fair
12.	H. R.	76	Good
13.	A. A. A. A.	68	Fairly good
14.	S.	76	Good
15.	M.	76	Good
16.	S. H.	80	Very good

17.	M. T.	64	Fairly good
18.	M.	68	Fairly good
19.	J.	72	Good
20.	H.	76	Good
21.	A. W. M.	68	Fairly good
22.	H.	72	Good
23.	E.	72	Good
24.	A. S.	76	Good
25.	R. K.	64	Fairly good
26.	M. N.	72	Good
27.	R.	64	Fairly good
28.	S. N.	56	Fair
29.	M. K.	52	Fair
30.	Y.	76	Good

Appendix VI

The Classification of the Students' Pre-test in Experimental Class

No	Name	Pre-test	Classification
1.	M. R.	72	Fairly good
2.	S. P. P.	72	Good
3.	F. A. P. N.	76	Good
4.	N. A. A. J.	72	Good
5.	A. H.	80	Very good
6.	J. N.	72	Good
7.	D. A. S.	76	Good
8.	A. S. I.A.	72	Fair

9.	M. F. H.	68	Fairly good
10.	M. H.	76	Good
11.	K. A.	88	Very good
12.	M. N. A. F.	76	Good
13.	M. I. A.	80	Very good
14.	A. H.	72	Good
15.	N. A. R.	92	Excellent
16.	P. I.	76	Good
17.	L. M. A.	80	Very good
18.	L. P.	88	Very good
19.	H. D. HR.	72	Good
20.	R.	76	Good
21.	N. A.	84	Very good
22.	N. S.	72	Fairly good
23.	N. A.K. H	68	Fairly good
24.	N. K.S. S	72	Good
25.	N. R. A.	72	Fairly good
26.	F. A.	80	Very good
27.	A S. M.	72	Fairly good
28.	D.	76	Good
29.	E. R. P.	68	Fairly good
30.	I.	76	Good

Appendix VII

The Classification of the Students' Post-test in Experimental Class

No	Name	Post-test	Classification
----	------	-----------	----------------

1.	M. R.	96	Fairly good
2.	S. P. P.	72	Good
3.	F. A. P. N.	80	Very good
4.	N. A. A. J.	80	Very good
5.	A. H.	96	Very good
6.	J. N.	84	Very good
7.	D. A. S.	80	Very good
8.	A. S. I.A.	64	Fairly good
9.	M. F. H.	72	Good
10.	M. H.	96	Very good
11.	K. A.	92	Excellent
12.	M. N. A. F.	80	Very good
13.	M. I. A.	80	Very good
14.	A. H.	76	Good
15.	N. A. R.	96	Excellent
16.	P. I.	80	Very good
17.	L. M. A.	84	Very good
18.	L. P.	72	Good
19.	H. D. HR.	72	Good
20.	R.	96	Very good
21.	N. A.	88	Very good
22.	N. S.	68	Fairly good
23.	N. A.K. H	68	Fairly good
24.	N. K.S. S	72	Good
25.	N. R. A.	96	Good
26.	F. A.	80	Very good
27.	A S. M.	68	Fairly good

28	D.	84	Very good
29	E. R. P.	72	Good
30	I.	96	Very good

Appendix VIII

The Row Score of the Students' Pre-Test and Post-Test in Experimental Class

Respondents	Pre-Test		Post-test	
	Score X_1	$(X_1)^2$	Score X_1	$(X_1)^2$
1.	72	5184	96	9216
2.	72	5184	72	5184
3.	76	5776	80	6400
4.	72	5184	96	9216
5.	80	6400	96	9216
6.	72	5184	84	7056
7.	76	5776	80	6400
8.	72	5184	96	9216
9.	68	4624	72	5184
10.	76	5776	96	9216
11.	88	7744	92	8464
12.	76	5776	96	9216

13.	80	6400	80	6400
14.	72	5184	96	9216
15.	92	8464	96	9216
16.	76	5776	80	6400
17.	80	6400	84	7056
18.	88	7744	72	5184
19.	72	5184	72	5184
20.	76	5776	96	9216
21.	84	7056	88	7744
22.	72	5184	68	4624
23	68	4624	68	4624
24	72	5184	72	5184
25	72	5184	96	9216
26	80	6400	80	6400
27	72	5184	68	4624
28	76	5776	84	7056
29	68	4624	72	5184
30	76	5776	96	9216
TOTAL	2276	173712	2524	215728

Appendix IX

The Row Score of the Students' Pre-Test and Post-Test in Control Class

Respondents	Pre-Test		Post-test	
	Score X_2	$(X_2)^2$	Score X_2	$(X_2)^2$
1.	44	1936	56	3136
2.	52	2704	76	5776
3.	60	3600	68	4624
4.	60	3600	76	5776
5.	48	2304	60	3600
6.	60	3600	76	5776
7.	52	2704	52	2704
8.	68	4624	76	5776
9.	60	3600	72	5184
10.	52	2704	76	5776
11.	52	2704	52	2704
12.	56	3136	76	5776
13.	60	3600	68	4624
14.	60	3600	76	5776
15.	60	3600	76	5776

16.	68	4624	80	6400
17.	52	2704	64	4096
18.	60	3600	68	4624
19.	68	4624	72	5184
20.	72	5184	76	5776
21.	60	3600	68	4624
22.	60	3600	72	5184
23	60	3600	72	5184
24	60	3600	76	5776
25	56	3136	64	4096
26	56	3136	72	5184
27	60	3600	64	4096
28	52	2704	56	3136
29	52	2704	52	2704
30	72	5184	76	5776
TOTAL	1752	103016	2068	144624

Appendix X

The Mean Score

A. Experiment Class

1. Pre-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2276}{30}$$

$$\bar{X} = 75,8$$

2. Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2524}{30}$$

$$\bar{X} = 84,13$$

B. Control Class

1. Pre-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1752}{30}$$

$$\bar{X} = 58,4$$

2. Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2068}{30}$$

$$\bar{X} = 68,9$$

Appendix XI

The Standard Deviation

A. Experiment Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 173712 - \frac{(2276)^2}{30}$$

$$SS_1 = 173712 - \frac{5180176}{30}$$

$$SS_1 = 173712 - 172672,53$$

$$SS_1 = 1039,47$$

2. Post-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 215728 - \frac{(2524)^2}{30}$$

$$SS_1 = 215728 - \frac{6370576}{30}$$

$$SS_1 = 215728 - 212352,53$$

$$SS_1 = 3375,47$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{1039,47}{30-1}}$$

$$SD = \sqrt{\frac{1039,47}{29}}$$

$$SD = \sqrt{35,84}$$

$$SD = 5,98$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{3375,47}{30-1}}$$

$$SD = \sqrt{\frac{3375,47}{29}}$$

$$SD = \sqrt{116,39}$$

$$SD = 10,78$$

B. Control Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 103016 - \frac{(1752)^2}{30}$$

$$\frac{(2068)^2}{30}$$

$$SS_2 = 103016 - \frac{3069504}{30}$$

$$\frac{4276624}{30}$$

$$SS_2 = 103016 - 102316$$

$$14255413$$

$$SS_2 = 700$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{700}{30-1}}$$

$$SD = \sqrt{\frac{700}{29}}$$

$$SD = \sqrt{24,13}$$

$$SD = 4,91$$

2. Post-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 144624 -$$

$$SS_2 = 144624 -$$

$$SS_2 = 144624 -$$

$$SS_2 = 2069,87$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{2069,87}{30-1}}$$

$$SD = \sqrt{\frac{2069,87}{29}}$$

$$SD = \sqrt{71,37}$$

$$SD = 8,44$$

Appendix XII

The Significance Different

$$X_1 = 84.13 \quad SS_1 = 3375,47$$

$$X_2 = 68,9 \quad SS_2 = 2069,87$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{84,13 - 68,9}{\sqrt{\left(\frac{3375,47 + 2069,87}{30 + 30 - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{15.23}{\sqrt{\left(\frac{5445,34}{58} \right) (0.06)}}$$

$$t = \frac{15.23}{\sqrt{(93,88)(0,06)}}$$

$$t = \frac{15.23}{\sqrt{5,63}}$$

$$t = \frac{15.23}{2,37}$$

$$t_{\text{Hitung}} = 6,426$$

2. t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = (N₁ + N₂)-2 = (30 + 30) – 2 = 58

t – Table = 2.000

Appendix XIII

The Distribution of T-Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977

15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix XIV

UNIVERSI **Documentation** EGERI

Pre-test in Islamic Senior High School Binamu at IIS 3 : Friday 10th November 2017

ALAUDDIN
M A K A S S A R



Post-test in Islamic Senior High School Binamu at MIA1 : Friday 8th December 2017



CURRICULUM VITAE



Sri Utami Ridwan was born on April 14th 1997 in Jeneponto, Kec. Tamalatea, Kab.Jeneponto. She is the first children from five siblings. The researcher began her study in SD Negeri 52 Ci'nong graduated in 2008. After that, she continued her study in MTs Al-IRSYAD Ci'nong and graduated in 2011. Then, she continued her study in MA Al-Irsyad Ci'nong and graduated in 2014.

In 2014, she continued her study at Alauddin State Islamic University of Makassar. She was majoring in English Education Department in Tarbiyah and Teaching Science Faculty. She entered in some internal organization and external organization. She has experience as committee treasure in external organization its name United English Forum as a Committee Treasure 2015-2016, and as a general treasure 2016-2017. in internal organization as committee treasure of English Day in Dewan Mahasiswa 2016-2017 of Tarbiyah and Teaching Science Faculty and as a general treasure of Association Students English Department 2018-2019.